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ABSTRACT

Foreign language information for guidance personnel and administrators concerning the role of foreign languages in the comprehensive school in Indiana concerns four major areas: (1) student, (2) foreign language instruction, (3) administration, and (4) foreign languages in Indiana. Questions raised by schools and parents regarding the individual student and the study of foreign languages deal with course selection, success prediction, and college requirements. A consensus of the profession as to what constitutes the best and most productive instructional practices in foreign language education describes optimum objectives of behaviors and performance. The organization, supervision, and direction of foreign language programs are viewed in the framework of the total curriculum. The Indiana Language Program and the Honors Program in Foreign Languages for High School Students are detailed. Guidelines for teacher education programs and advice to the language learner constitute the appendixes. (RL)

Indiana University, Bloomington

Foreign Language in Indiana

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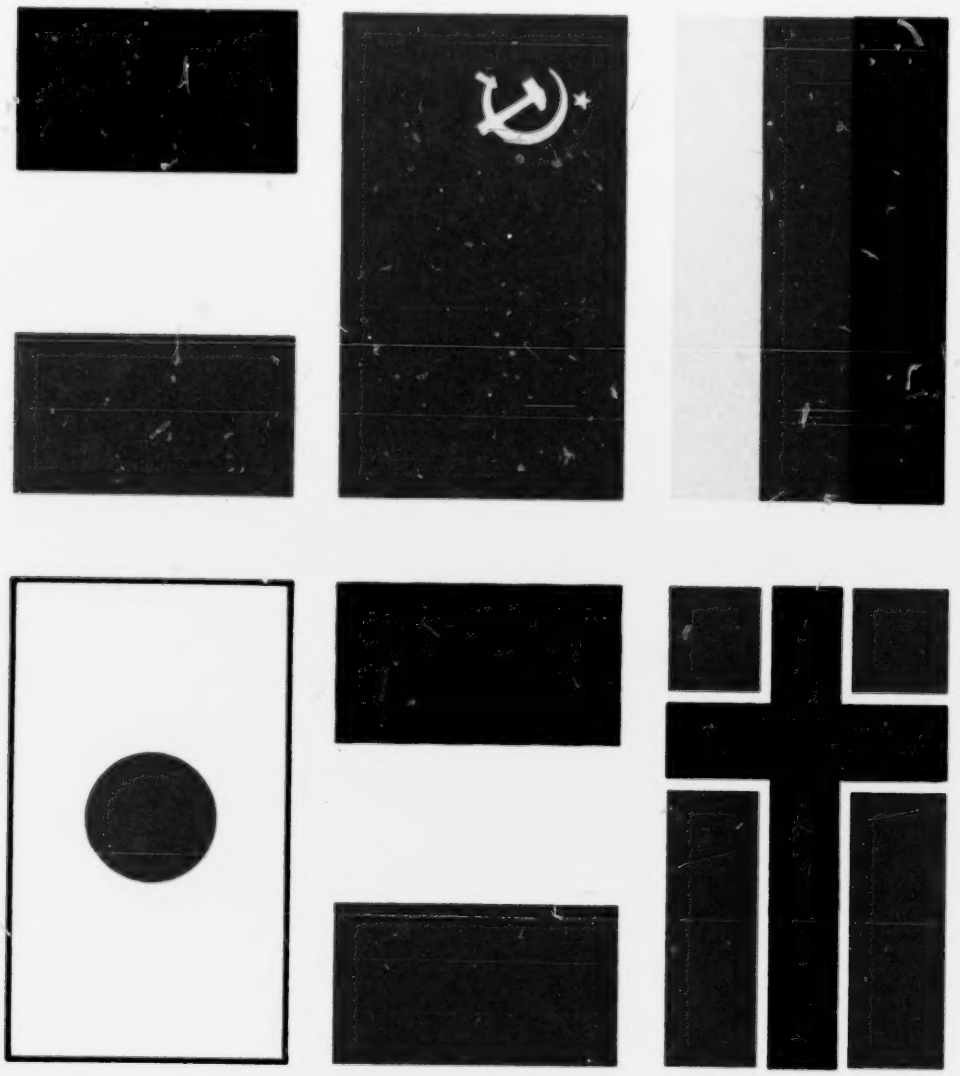

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Foreign Language Information for
Guidance Personnel and
Administrators

Foreign Language in Indiana

The Role of Foreign Languages in the Comprehensive School in Indiana

Lorraine A. Strasheim
and
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A Joint Publication of the Indiana
Association for Supervision and
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The Foreign Language Student

This section is designed specifically to help answer those questions raised by schools and parents regarding the individual student and the study of foreign languages. In this context it might also be interesting to consider the sections on Foreign Language Instruction and Foreign Language in Indiana. This section on Foreign Language Instruction will provide some information to the guidance officer which will help him to prepare the student for the way in which he will be taught foreign language; the section on Foreign Language in Indiana contains information on opportunities unique to Indiana residents in the area of foreign language study.

Why Should a Student Consider Studying a Foreign Language?

The individual student should consider the study of a modern foreign language for its potential contribution to liberal education as well as for its practical use. The student who acquires a second language acquires a new channel of communication and, in the process, discovers new avenues of thinking and develops an insight into the thoughts and feelings of people of non-English speech. From the very beginning stages of foreign language study, the pupil discovers that other peoples express themselves differently, and that languages are not just like English except for the words. Because language not only conveys thought but also helps to shape it, speakers of different languages view relationships and interpret experience in very different ways. Learning to react in a foreign language and thus actually to participate in a different culture through the language is a broadening educational experience. As the pupil's abilities to understand and read the new language develop, a gradually deepening knowledge of the people who use it, of their customs and institutions, and of the significant features of their country (such as its geography, economics, politics, history, literature, music, and art) can lead to a lifelong enjoyment and, in addition, give a better perspective on American culture.*

A student considering the study of a modern foreign language today should expect to be able to comprehend that language, to speak it, and to read and write it if his school system provides a four- to six-year sequence of study. He will find that the emphasis today is upon the development of proficiency in the language and not upon analysis of its grammatical system. He may expect to begin using the target language on his first day of class and to continue using it during the time he follows the sequence.

Explaining why a student might seriously consider learning another language, William Riley Parker tells us that the study of a foreign language makes one aware of the limitations of monolingualism. It is only through the contrast of one's own language with a foreign tongue that one gains real understanding of his own language. The study of a foreign language simultaneously affords the student an opportunity to enter another culture and to experience and internalize its special patterns in a way that cannot be provided by any other area of the curriculum. His understanding of his own culture, as of his own language, is greatly enhanced by his experience with the different structural patterns which are the results of divergent views of relationships and the world. Albert Todd characterizes the study of a foreign language as the opportunity to put on another man's shoes for a time and to walk around in them; he adds that no one who has had this opportunity can ever be quite the same narrow individual again.

If the student develops successfully and continues his work in foreign language, he will find that skill in a modern foreign language has many tangible, practical uses. There are many positions open today for young people with a specialization in some field and foreign language proficiency. Foreign language is nearly always a distinct asset as a secondary qualification. With our expanding relations with other countries of the world, there is an increasing need for people with proficiency in foreign languages both at home and abroad.

* Ilo Remer, **A Handbook for Guiding Students in Modern Foreign Languages,** U.S. Department of Health, Education, and Welfare, OE-27018 Bulletin 1963, No. 26, page 1.

Who Should Study a Foreign Language?

Every educable student can benefit from the broadening and enriching contributions that foreign language offers in the acquisition of a general education, but there are also some practical aspects to foreign language education which are more compelling because of the history of the times in which we are living. In recent times our country has sent great numbers of technicians and so-called nonprofessionals abroad to perform tasks of varying kinds and lengths. Great numbers of these people have successfully learned one or more foreign languages. Because of the experiences these people have had learning foreign languages and because of the ever increasing needs for people with the ability to learn foreign languages, some changes in attitude toward this kind of training have taken place. Foreign languages are no longer courses of study for the "upper twenty-five percent" of the student body.

It has been found that foreign language study frequently offers a pupil his first successful learning experience—due to the initial emphasis on hearing and speaking with little emphasis on reading skill—and thus enables him to develop more healthy attitudes toward his school experience. He is not called upon to build upon the skills in which he is weak, and he finds that he can be successful and that he does enjoy learning. All of his learning is no longer dependent upon his reading ability.

A very large number of students should study a modern foreign language. Most college-bound students should certainly elect a foreign language, but *the study of foreign languages should never be limited to those who are going to college*. Every interested student should have the opportunity to study a foreign language, taught with initial emphasis on hearing and speaking.

Interested students should be encouraged to begin a second language after they have mastered the basic skills of their first foreign language. Thus, a student might well be enrolled in the third level of one foreign language while simultaneously beginning the first level of another.

Just as every man learns his native language to the level of proficiency that his capabilities and opportunities allow, most students learn a foreign language to the proficiency that their capabilities and opportunities allow. The participants at the UNESCO conference which was held in Hamburg in April, 1962, asserted that there was no reason why all children, except the mentally retarded, should not have the opportunity of exposure to a second language.

When Should the Study of Foreign Languages Begin?

Both Dr. Wilder Penfield and Dr. Paul Glees have concluded that the specialized areas of the brain used in speaking are most plastic and receptive to language learning before adolescence. Young children are better able to imitate sounds accurately and to assimilate linguistic structures, for they are not handicapped by either self-consciousness or the interference which results from the habits of their native language. Thus, FLES (Foreign Language in the Elementary School) programs provide the pupils with the optimum time for beginning foreign language study.

Educationally the early beginning of foreign language study in a FLES program is desirable because the foreign language teachers have realized that to do what they are planning to do, they need more time to teach. Psychologically the FLES beginning for foreign language study is desirable because it is at this stage that children are most fascinated by language and by words; elementary learners, before the age of twelve, learn better by hearing and listening and can profit far more than older learners. Also, *children of elementary school age, unsuccessful in other areas of study, can often succeed in foreign language study because it does* **not** *depend wholly on the ability to read.*

There are sound sociological reasons for the early beginning of language study in addition to the educational and psychological reasons. In 1960 there were more than 34 million speakers of languages other than English in the United States. In those bilingual areas of the nation in which the language of the minority group was taught in the schools, it was found that the young native speakers had an easier adjustment to their new environment and could retain pride in their native culture; the young Americans who studied the language had a greater awareness and a deeper appreciation for these immigrant citizens in their midst. Since studies have indicated that prejudices are firmly entrenched by the time that a child is in the sixth grade, there are compelling reasons for beginning earlier than this to break down monocultural attitudes.

No matter when the student begins his foreign language study, he should be provided an unbroken sequence in that language through grade 12 in the high school. Students cannot maintain the skills they attain if there are two- or three-year gaps between the final offering of their school system and their entrance into college programs.

The foreign language student who begins his study in junior or senior high school can nonetheless have a successful and meaningful foreign language experience. The older beginner has the assets of organized memory, reasoned association, the ability to concentrate, and abstraction. These assets will, to a great extent, compensate for the lack of natural capacity to learn through imitation. The use of audio-visual materials and methods which stress listening comprehension and mimicry-memorization will help the student to overcome some of the inhibition of the older beginner.

A student should expect a successful foreign language experience at any stage at which he begins as long as the materials and methods used to teach him have been structured to meet the needs and the characteristics of the learner at his stage of development. The well-trained teacher is an absolute necessity no matter when the foreign language training begins.

Which Language Should a Student Elect?

The particular foreign language chosen by a student will depend upon his special interest, his parental and community influences, his own vocational goals, and, of course, other considerations such as the course available in the local schools and the opportunity to continue his studies.

Indications are that any language, *well learned,* will be useful in itself as a broadening educational experience and will facilitate the learning of another foreign language, should that become necessary. Certainly, through his experience with his first foreign language, the student will learn study techniques and approaches generally applicable to foreign language learning.*

As the worldwide contacts of the United States continue to expand, the chance increases that any given individual will find it necessary to learn a language for which he had no foreseeable need when he chose his first school foreign language.

* Latin, too, falls into this category, for the new materials and teaching methods stress a structural or linguistic approach to the teaching of this ancient language.

Can Success in Foreign Language Study Be Predicted?

Every normal person has demonstrated his ability to learn a language by his mastery of his native language. The pupil who wants to learn a second language enough to work at it consistently may expect to succeed in direct proportion with his capacities. Every educator and parent knows of exceptionally able students who have done poorly because of poor motivation or because of failure to practice regularly.

Every school system has its own way of predicting aptitude for language study and for placement of students into language classes; very often these procedures prove to be unfair to the students and unreliable in predicting their success. Dr. Paul Pimsleur found in his work in this area that the usual prediction devices had the following correlation with language grades:*

Predictor	Correlation With Language Grades
IQ	r=.46
English grades	r=.57
Grade-point average (GPA)	r=.62
Aptitude battery	r=.62
GPA plus aptitude battery	r=.72

It seems clear from his results that the best possible predictor would be a combination of an aptitude battery and the overall grade-point average of the student; failing to use the aptitude battery, the best means of predicting success would appear to be the overall grade-point average rather than the English grade average, which is the most frequently used predictor in this area.

Dr. Pimsleur points out that the aptitude test can also serve diagnostic purposes, helping the school to identify possible under- or over-achievers, thus

* Paul Pimsleur, "Testing Foreign Language Learning," **Trends in Language Teaching,** edited by Albert Valdman, McGraw-Hill Book Company, 1966.

making is possible to individualize the instruction in such a way that the students' potential for success will be greatly enhanced.

All learning is still in need of much more study and information in the areas of prediction and diagnosis, but as far as foreign language study is concerned today, the best device for prediction, as pointed out by Dr. Pimsleur, is the grade-point average and the aptitude battery used together.

What Can a Student Expect to Be Able to Do as a Result of His Foreign Language Study?

Achievement in a foreign language will be, to a very great extent, in proportion to the time and effort devoted to it. The secondary school foreign language program should be at least four years in length, and preferably six, if the student is to attain some facility with the language. A long sequence of study, from pre-adolescence through the twelfth grade and even beyond, is required if the student is to approach mastery of the language. To permit an unbroken continuation through to college, the foreign language should be scheduled continuously through the twelfth grade in high school, whether the program begins in the third, seventh, or in the ninth grade.

Guidance personnel and parents attempting to help a student determine when to begin his foreign language study would do well to consider what the various sequences are striving to accomplish. The material which follows is taken from **A Guide for Instructio.. in Modern Foreign Languages Grades 4-12**, a publication of the State of Minnesota Department of Education in St. Paul. The **Guide** was published in 1965.*

* Permission to quote from the State of Minnesota **Guide** was graciously granted to the Indiana Language Program by P. J. Broen, Chief, Section of Elementary and Secondary Education, State of Minnesota Department of Education, pages 27-28.

Grades 4-12 After 9 Years	Grades 7-12 After 6 Years	Grades 9-12 After 4 Years

in an uninterrupted sequence, and under optimum conditions, the student should be able to:

Communicate effectively on topics of general interest in his own and in the foreign culture.	Communicate with ease in everyday situations.	Understand and use fluently common expressions in the modern foreign language.
Speak with accurate pronunciation and intonation.	Speak with a pronunciation and intonation readily understandable by native speakers.	Speak with a pronunciation and intonation which can be understood by native speakers.
Read easily, and with understanding, magazines, newspapers, and books read by the average student his age in the foreign culture.	Grasp directly the meaning of simple, non-technical prose.	Grasp directly the meaning of simple prose.
Have a true cross-cultural insight through long-continued exposure to the foreign culture.	Understand cross-cultural differences.	Be aware of cross-cultural differences.

Grades 4-12 After 9 Years	Grades 7-12 After 6 Years	Grades 9-12 After 4 Years
in an uninterrupted sequence, and under optimum conditions, the student should be able to:		
Transpose, with a feeling for correct interpretation from one language to the other, material within the scope of his knowledge and experience.	Transpose correctly from one language to another materials within the scope of his knowledge.	Have fundamental skills necessary for a broader, deeper study of the language.
Progress into advanced work on syntax, composition, and mature literature on the basis of a sound basic knowledge of the foreign language and culture.	Progress into advanced work in conversation, syntax, and culture.	

The **Guide** goes on to point out that in a three-year program the student must refine his expectations to aim to:

1. Understand and use common expressions in the modern language.
2. Have a command of the basic sound patterns of the modern language.
3. Read graded textbook material with vocabulary help.
4. Be aware of cross-cultural differences in limited areas.
5. Be familiar with the basic structures of the modern language.

All the people involved—students, parents, guidance personnel, administrators, and foreign language faculty—should be well informed about the goals of the foreign language program. When those goals are defined clearly and realistically, as they are in the State of Minnesota **Guide,** there should be little doubt as to how long a student should study foreign language in view of his own personal goals.

What Opportunities Exist for Vocational Use of Foreign Languages?

There has been a tremendous increase in the number of jobs in government, business, and the professional world at all levels which require foreign language competencies. There is demand for persons with fluent command of the languages commonly taught in the high schools and also for people with knowledge of the less commonly studied languages. Persons interested in the varieties of positions open need only to look at the classified ads in **The Sunday New York Times** to see the possibilities.

Foreign language proficiency is most valuable as a saleable skill when it is combined with specialized training in another field. Technicians with a command of foreign language are in great demand. Often employers will settle for a demonstrated ability to learn foreign language and a commitment to learn the one in question.

The Indiana Language Program has published a discussion of the career possibilities in foreign language. The booklet, entitled **Translating Foreign Language into Careers,** is available from the Indiana Language Program and from the Modern Language Association of America.

What Financial Assistance Is Offered for Continuing the Study of Foreign Language in College?

Every college and university has available general scholarships which allow the student to study in the area of his choice. There are, in addition, specialized foreign language scholarships which are usable only at a specific college or university.

Under the provisions of the National Defense Education Act and subsequent education acts, loans are available, and many reduce the principal to be repaid if the student enters the teaching profession for a stipulated period of time.

A listing of all the scholarships available would be an impossibility. Students interested in foreign language study in college should write to the three or four schools in which they are interested in order to evaluate the capabilities of the respective language departments and to learn what scholarships and financial aids are available from each. Thousands of dollars in scholarships go begging each year simply because no one has applied for or been made aware of the grants.

The Indiana Language Program offers two types of foreign language Incentive Scholarships. One of these scholarships is for people intending to become Spanish, French, German, or Russian teachers in the elementary or secondary schools. The second type is designed for those people who wish to study the less common languages such as Hindi, Swahili, Chinese, and the like, with the intent of entering research, area studies, or college teaching. These scholarships are available to residents of the state of Indiana and are tenable at any Indiana college or university offering the program outlined by the applicant.*

* Due to the phase-out of the ILP, the last set of these scholarships will be offered in spring 1968.

What Are College Entrance and Degree Requirements in Foreign Language?

Many colleges and universities are instituting, restoring, or increasing their requirements in foreign languages, both for admission and for degrees. Since college selection criteria differ among the schools, the individual student should be encouraged to study the catalogues of the colleges and universities in which he is most interested for their requirements in this area. If the student's professional choice is a nebulous one, he should be encouraged to fulfill an optimum requirement so that he will be eligible for admission to any college regardless of his ultimate career choice.

Although requirements are most frequently expressed in terms of minimum numbers of years or units of credit, there is growing interest in determining proficiencies in all four language skills without regard to the amount of time spent in attaining them. One of the future goals of universities is the elimination of beginning courses in the common foreign languages, relying upon the secondary schools to do all the elementary work in this area.

Foreign Language Instruction

This section involves the consensus of the foreign language teaching profession as to what constitute the best and most productive instructional practices in foreign language education. It is, however, clearly recognized that these approaches must be modified in order to bring the foreign language program into harmony with the school philosophy, the community, and the requirements of the student population. What is described here is the optimum; each school should have its own departmental description as to the very specific details of the individual school system's program and of the behaviors and performance capabilities the foreign language department wishes to develop in its students.

What Does Foreign Language Study Involve?

Any language is a system of schematic vocal behavior which encompasses all the human endeavor of the native speakers of that language in a specific geographical area. As the language develops over time it comes to reflect the cultural patterns of the people who use it for their daily and regular mode of communication. The language becomes the vehicle for the transmission of organized knowledge when it is used for the expression and preservation of intellectual activity. Thus, the study of a language involves learning the system of a language, the grammar and syntax, or structure as it is more commonly known today, in the framework of the phonology or sound system of that language. In order for this vocal behavior to be completely meaningful, the student must also be made aware of the cultural patterns of the native speakers of the language. As the learner's skills in the language evolve, he is increasingly able to deal with the organized knowledge of that people—their literature, their science, their history, and the like.

All languages originate as systems of vocal symbols . In civilized nations written symbols have evolved from the vocal systems as a graphic representation to be circulated over wider areas and to be preserved for longer periods of time. Writing is a form of language which only partially represents the more complex sound system. It is, therefore, imperative that speaking and listening comprehension skills be an integral part of the foreign language instruction; in fact, speaking and listening comprehension skills should form the basis upon which the skills of reading and writing are built.

In current foreign language teaching approaches, skills development is emphasized in the early stages. The four skills—listening, speaking, reading, and writing—are developed progressively in that order. Emphasis in foreign language study today is on the active use of the language rather than upon the grammatical analysis of the language and the translation of works in the language into English, as was once typical of foreign language study. Advanced courses in foreign language are thus concerned with the consideration of literary merit and development, the expansion of intellectual horizons, and the extension of knowledge rather than the translation of a piece of writing from the target language into English.

How Is Foreign Language Taught Today?

In most modern foreign language courses (and, indeed, in many of the Latin courses being taught with a structural approach) the study is initiated with what is called a "pre-reading period." During this time the student, rather than studying the conventional textbook, may read history books about the country, read fiction works in English which are either translations of the masterworks of the country or fine depictions of the country's culture, compile special reports, make maps, or practice with records. His study at this stage is concentrated upon learning the pronunciation and intonation patterns of the language by mastering dialogues or basic sentences through mimicry-memorization drills. At this stage the teacher is first and foremost a model and an exemplar of the language.

The student still learns basic structures, that is, the grammar, of the language but only through the organs of hearing and speaking; the idea is to automatize the sound system and a portion of the structural system of the language in a controlled vocabulary framework. The emphasis in the foreign language course in the early stages is no longer on the individual word, but rather on the sentence as the smallest *meaningful* unit of language. Since word meaning is so often dependent upon sentence or paragraph environment, there is little attempt to teach one-for-one word equivalents.

The understanding of all grammar and syntax in the early stages is achieved in two ways: through functional explanations by the teacher or through guided inductive generalization by the pupil. It has been found that the student benefits most from concentrating on the development of a single phase of language

competency rather than trying to work simultaneously upon three or four or more areas (pronunciation, reading, writing, identification of sound with written symbol, grammar, vocabulary). The emphasis is on the development of skills in progression: listening (the student must *hear* the sound before he can make it), speaking (first through imitation and repetition and then in less structured situations), reading, and writing. Carl LaFevre believes that reading cannot become a part of the student's skill repertoire until he has a mental intonation of the sounds represented by the printed word; the student must, therefore, have a ready and well-practiced sound system in his "mental" inner ear in order to be able to read the foreign language. As long as he has only an English intonation and pronunciation scheme in his mental inner ear, he is confined to a word-for-word, halting, and frustrating reading experience.

The length of the pre-reading period will depend upon the complexities of the target language in contrast to English, the abilities of the group being taught, and the progress of the class. Most pre-reading periods run from four to six weeks; in any event, the pre-reading period should be long enough to give the student control over the sound system and the basic structures of the language. The pre-reading period may be merely the oral mastery of a unit or body of materials before the student is taught to read that same material.

During the pre-reading period and beyond, the mastery of structural patterns is brought about through pattern practices—massive and intensive drills evidencing minimum contrast at the introduction of a piece of structure and requiring sentence transformation as the structure becomes part of the student repertoire. The pattern drills are built around the basic sentences or the sentence components of the dialogues which the student memorizes.

Communicative skills are developed first through the memorization of the dialogues, through the practice of the drills, and finally through the recombination of known materials in conversation stimulus drills wherein the student is called upon to "display" his competencies. The student is continually increasing his abilities and the sophistication of his utterances; in this regard foreign language illustrates Bruner's concept of the spiral.

In learning to read, the student first of all reads only those things which he can say, mastering phoneme (sound) and grapheme (written symbol).relationships. He is then introduced to recombination exercises which include all the components he can say in an arrangement he has not yet seen. His later readings are structured so that there is no more than one new word per each 25-30 running items. In the process his reading skills are developed so that he has no (or very little) recourse to English for the establishment of meaning.

The student is then taught to write only what he can say and read. The progression is much the same as it is in the development of the reading skills: he writes what he can say and read, and then he writes what he can say and read in combinations he may neither have said nor read as yet. He is gradually, in the course of his advancing foreign language studies, led to the point where he can express himself freely in the language to the level of proficiency his experience in the language and his own individual capacities permit, with minimal recourse to dictionary assistance.

Meaning in the foreign language is established through the use of visual aids, realia, dramatizations, and the like, with as little recourse to English as is possible. Translations into English are not done by the student; he deals in English equivalents when he works with English meaning, not with literal translations—and he does this seldom. He is deliberately taught to make inductions from the content and through other cues, not to look for word-for-word ratios.

Grammar is not missing from the contemporary foreign language course, but the grammar which is emphasized is automatized and functional rather than prescriptive. The attempt is to build in an operative grammar with functional explanations rather than to provide prescriptive rules with analytic outcomes. The teacher may explain the grammar point before offering the pattern drill, or he

may lead the students to generalizations as a part of the pattern practice, but the attempt is to give the student an operational knowledge, not an analytic one.

The cultural patterns of the people and the history are also taught in an operational context. The behavior of the people is taught via the situations of the dialogues and the content of the narrative readings rather than in English "background" chapters. Visual aids are utilized so that the student does not mentally envision an American split-level when he learns the equivalent for "home" in the target language. The appropriate gestures are taught in the context of the dialogues. Every attempt is made to teach the foreign language expression in its proper cultural environment so that the student does not come to have a concept that all languages are merely codes for each other. Just as the structural items are emphasized to the extent that there is friction between the two languages in the realms of expression or view of relationships, so the cultural facts are taught with emphasis given to the places where there is friction between the two peoples in the areas of behavior. In this respect foreign language gives the student an opportunity to internalize and analyze his language and his environment in a way that social studies courses cannot.

On the upper or advanced levels of foreign language study, the student has a tool with which he can extend his knowledge and his competencies in other areas of the curriculum—social sciences, physical sciences, literature, history—through his ability to read and comprehend in the language, and he can evaluate in respect to the contrasts he has been taught to search out. His attention is not on the process of extracting the message of the material in the foreign language, but rather on using the information he is acquiring to expand his own personal horizons and to increase his own knowledge and perception.

What Is the Rationale for the Teaching of Foreign Language Today?

The rationale for the teaching of foreign language today can probably be best clarified by a discussion of the objectives which foreign language teachers set for themselves. *The emphasis in foreign language today is on an active use of the language and not on discussion about the language.* The objectives which foreign language teachers formulate today and the foreign language tests being developed all show a skill orientation; both the objectives and the tests call upon the student to *perform,* whether it be reading the language, speaking the language, or writing the language. The contribution foreign language has to make to general education has been cited in the quotation from Ilo Remer on page 4.

> Learning to react in a foreign language and thus actually to participate in a different culture through the language is a broadening educational experience. As the pupil's abilities to understand and read the new language develop, a gradually deepening knowledge of the people who use it, of their customs and institutions, and of the significant features of their country (such as its geography, economics, politics, history, literature, music, and art) can lead to a lifelong enjoyment and, in addition, give a better perspective on American culture.

While objectives will vary from school to school and from community to community, the following represent reasonable objectives for the teaching of foreign language in any framework.

General Objectives of Foreign Language Study

Students who complete at least a four-year sequence of study in a foreign language should have made considerable progress toward the development of:

1. skill in the use of spoken and written language,
2. an understanding of the way of life and cultural heritage of the people who speak the language,
3. a comprehension of the nature of language, and

4. an understanding of the relationships and contrasts between English and the target language.

The development will depend, of course, upon the age of the students and the number of sequential years available.

Specific Language Objectives

Students who complete at least a four-year sequence of study in a foreign language should be able to:

1. **hear** and understand native speech spoken normally,
2. **speak** in a manner acceptable to natives,
3. **read** genuine texts without conscious reference to English,
4. **write,** using authentic patterns of the foreign language with minimum recourse to a dictionary, and
5. **understand** clearly the concept that the structure (grammar) of the foreign language, while different from English, is a complete and effective way of communicating in those areas of the world in which this language is used.

Cultural Objectives

The four-year sequence of foreign language study should provide ample opportunity for the student to:

1. realize the ways in which culture and language are interwoven,
2. distinguish the normal way of life of the people from the quaint and atypical depictions of the culture, and
3. experience a balanced sample of such cultural aspects as literature and other of the fine arts, contributions of the people to the world community, and the historical development of the people.

Can Opportunities Be Provided for Extracurricular Foreign Language Practice?

Foreign language clubs, of course, can provide the students with extracurricular practice in the foreign language by bringing in exchange students, native speakers in the community, and native language films, and by planning games, dances, and conversations.

Some schools have found that extracurricular practice in the foreign language can be provided by setting up language tables in their cafeterias so that Spanish, French, German, or Russian students can gather to use the language during lunch periods.

Summer programs also can offer extremely valuable foreign language practice. Such programs as the Honors Program in Foreign Languages for High School Students provide the students with an invaluable experience in the native culture. Other programs such as the Hanover Spanish Camp provide a shorter, though no less effective, experience with the foreign language in this country. Care must be taken when advising students to participate in foreign language travels or summer programs, however, to be certain that the program is in actuality a study program and not merely a tourist experience or some kind of profit-making scheme.

What Kinds of Instructional Materials and/or Aids Are Necessary for a Good Foreign Language Program?

The primary requirement in the realm of instructional materials is a sound textbook which makes provision for the presentation of the language structures in a logical progression and in a sequence of graded difficulty. If the textual materials are sound ones, accompanying tapes or records should provide recorded drills with pauses for student responses and should be integrated with the textual materials. In addition to recorded materials, some texts also are ac-

companied by filmstrips, films, slides, transparencies, and pictorial aids of various kinds. In making provisions for a foreign language program, specific attention should be paid to planning the sequence of the program (do the materials extend over a three- or four-year span); the component parts (tapes, records) of the program (can effective teaching take place if some of the parts are not purchased); and the kind of proficiency the program demands from the teacher (can a teacher use these materials without fluent oral command of the language). If the program comes accompanied by student practice records, every effort should be made to provide these records to the students, for they are an integral part of the program and will contribute greatly to the success or failure of the foreign language course.

The second concern (perhaps of equal importance with the progressive development of the materials) is the appropriateness of the materials to the level of the learners under consideration. Some of the media are especially effective with one level of learner (puppets in elementary school, for example) and would have far from a salutary effect on a higher level.

Once the basic textual materials have been selected, with whatever components may be included in the program, some supplementary materials must also be provided. These materials are extremely valuable as motivational devices. They may be simple materials, such as posters from the foreign culture; or more complex, like newspapers, periodicals, or paperback short stories; or they may be seemingly only decorative, to provide a "cultural island" atmosphere, for example, flags, realia, and products of the country. The question to be kept in mind when purchasing supplementary materials is, "How do these materials relate to the basic course materials?"

The foreign language teacher will also need, in addition to the supplementary materials outlined above, maps, charts, records of songs of the target culture, and blank tapes to complete his materials center.

What Resources Are Available to Foreign Language Teachers for Professional Improvement and In-Service Training?

Under the provisions of the National Defense Education Act teachers have the opportunity of taking part in foreign language institutes in this country and abroad to improve their language proficiency and to keep them abreast of research into language learning and the developments in foreign language teaching methods. Information on the NDEA institutes is published early each year in the professional journals, in the newsletters of the various foreign language organizations, and in the promotional literature of the individual schools at which they are held.

Fulbright scholarships and exchange-teacher opportunities also afford the foreign language teacher with the opportunity to improve his foreign language proficiency and to increase his knowledge of the target culture. Information on these openings is available from the Department of Health, Education, and Welfare in Washington, D.C. Whereas the NDEA institutes exist only for teachers of modern languages, Fulbright scholarships and grants are also available for Latin teachers.

Experienced teacher fellowships and various types of workshop opportunities are publicized in the professional journals. In Indiana the Indiana Language Program offers fellowships to teachers for summer study abroad on individual study programs. This information, too, is usually publicized in the fall of each year. The ILP also sponsors short-term workshops and institutes.

In-service training programs can be provided to interested faculties and school systems through the office of the State Supervisor of Foreign Languages in the Indiana State Department of Public Instruction or through the consultant services offered by the Indiana Language Program.

Resources for in-service training programs also can be found in such materials as the CAL (Center of Applied Linguistics) films on foreign language or

several of the NDEA films offered through the Department of Health, Education, and Welfare in Washington, D.C., or through the State Supervisor's office.

The meetings of the professional organizations in the state also provide the foreign language teacher with both information about and means for upgrading. The meetings of the Indiana Foreign Language Teachers' Association in both fall and spring are good sources of aid, as are the meetings of the various AAT groups (American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, and American Association of Teachers of Slavic and East European Languages) which take place each spring and fall. The Classical Conference of Indiana also holds spring and fall meetings.

The American Council on the Teaching of Foreign Languages was founded in 1967 by action of the Executive Council of the Modern Language Association of America. The purpose of ACTFL is to advance the teaching of all foreign languages at all levels of instruction in American education and to serve the interests of the foreign language profession through its publications, annual meeting, standing committees, and secretariat.

In addition to the professional organizations in the state, Indiana has an additional resource in the Regional Conferences for Foreign Language Teachers in the State of Indiana. These meetings provide the teachers of a specific area with the opportunity to determine locally what problems and areas of foreign language teaching need attention and then to develop programs which attempt to resolve these trouble areas. These Conferences are sponsored by the Indiana Language Program, the State Department of Public Instruction, and the State Advisory Committee for Foreign Languages.

A ready source of in-service training is always a subscription to the appropriate professional journal of the AAT or Classical groups. Indiana teachers also may receive free the **4-N,** a publication of the IFLTA which has ILP support, and **The Dialog,** the ILP newsletter for teachers of foreign language in Indiana.

What Are the Implications for Foreign Language Teaching in the Current Theories of Learning?

The two prevalent learning theories in foreign language education today are the audio-lingual theory and the cognitive code-learning theory. The audio-lingual theorists believe that the early phases of language study must be developed via mimicry-memorization exercises and that discussions of the language must be held to an absolute minimum; they believe structure should be grasped through analogy. The audio-linguists insist that language learning is a process of habit formation and that these habits must be developed before any analysis of the language takes place. In contrast, the cognitive code-learning theorists believe that the student must have an understanding of the concept underlying each language fact with which he is confronted and that he must always be aware of the contribution of that part to the whole corpus of what he is studying.

In practice the most effective foreign language teaching appears to be a fortuitous melding of the two theories. In this hybrid process the student is presented with the concept in a functional framework (or as a guided inductive exercise), and his attention is clearly focused on the part of the language under consideration and how it operates. He is then presented with the massive drills and manipulative exercises of the audio-lingual approach which help him to internalize and assimilate the phase of the language under consideration. Ideally, the next stage is then free usage of the form in either conversation or reading.

The audio-lingual theorists have been responsible for most of the language reforms in this country in the last few years and are also responsible for the development of the language laboratory. The influence of the cognitive theorists in the area of functional presentations and conceptual understandings is a

natural development in the process of improving teaching. What is happening now appears to be the most beneficial unification of the practice of the audio-lingual approach with the conceptual understanding of the cognitive theorists. What those advocates of a cognitive approach are proposing is a healthy development, for it presents the student with the concepts he needs in order to be fully operational and well prepared in the target language without reverting to the prescriptive status of the earlier types of foreign language teaching.

In the process of combining the best of the audio-lingual theory with the best of the cognitive theory, there has also been a movement toward the development of materials utilizing a multi-sensory approach through multi-media programs. As the research into language learning begins, we find that foreign language education has a long way to go, a massive amount yet to learn about what is involved in learning language, but that all of the moves initiated thus far have served to provide American youth with better foreign language programs.

The Administration

This segment is directed specifically to the organization, supervision, and direction of foreign language programs in the framework of a total curriculum. Sometimes problems in a specific area of the curriculum persist simply because school administrators are not fully aware of some of the aids and resources available to them upon request.

How Long Have Foreign Languages Been Part of the Curriculum of the American School?

Foreign languages have been taught in the United States since colonial days. French was a part of the curriculum even before the days of the Revolutionary War. German solidified its position in the 1850's, and Spanish gained a firm place at the time of World War I. Latin, too, entered the curriculum very early in the history of American education.

After World War II attitudes toward foreign language study changed greatly, and real growth in foreign language enrollments began. Teachers moved from a grammar-translation to a "linguistic" or "modern" approach to foreign language teaching. Schools began to offer four or five foreign languages instead of one or two and to plan longer sequences of study in modern foreign languages, as the impact of the National Defense Education Act was felt. French, German, and Spanish still retained their places in the curriculum, but Italian, Russian, and even Chinese joined them. Today it is possible to find American schools offering Arabic, Czech, Danish, Norwegian, Polish, Swedish, and Portuguese.

The dramatic changes in foreign language teaching have been accompanied by changes in the goals of foreign language study. Foreign language study now focuses on four basic skills—listening, speaking, reading, and writing—and attempts to develop them in that order. The materials for foreign language study also show vital and important differences from their counterparts of a few years ago. Foreign language teachers use integrated materials consisting of books, student records, tapes, and visual aids today. *The goal in the second half of the twentieth century in foreign language education is the use of the target language for communication.*

What Is the Role of FLES in the Overall Foreign Language Program?

FLES (Foreign Language in the Elementary School) plays an extremely important role in the overall foreign language program of a school system, although its contributions are not restricted to the language program itself. FLES can give the elementary student a valuable beginning in a long sequence of foreign language study by developing his general language skills through phonological contrasts; but this value is difficult for an elementary student to grasp. More immediately, FLES offers the student a vital experience in breaking down monocultural attitudes at a point in his development when this experience will have the most impact. FLES can present cultural contrasts to him in a dynamic and meaningful way through songs, games, and role-playing.

The FLES teacher, as a resource person available to serve the whole elementary school staff, can integrate his methods and techniques in social studies, language arts, music, art, and physical education. Thus, the thoughtful use of the FLES teacher can broaden the general education of every student in the elementary school, even if he is not actively engaged in learning a foreign language.

From the standpoint of the foreign language program alone, a FLES experience provides the student with the possibility of mastering the phonological, intonational, and structural patterns of the language at a time when his level of learning and his speech organs are most open to this kind of development. Not only does FLES training capitalize upon the capabilities of the pupil at this stage of his development, but it makes possible the provision of a foreign language sequence lengthy enough to develop real in-depth skill in one specific language. To the not-so-gifted student, FLES may well offer the first successful school experience he has had, because FLES studies are not contingent upon his development of reading skills as are so many other of his areas of study. Long-sequence foreign language programs which provide an ever increasing level of difficulty allow those interested and capable persons to develop skills they can use in their studies of other areas of the curriculum. It is obvious that some students will have exhausted their foreign language interests and capabilities at the end of

their elementary school experience, while others will continue developing only through the junior high school program, and yet another group will do well through a senior high school program. Just as the mass of students divides and regroups itself continually in the areas of math and English and even physical education skills, so will the foreign language group divide and regroup. Long-sequence programs will also mean that advanced foreign language courses will have to go through a "rethinking" stage—some students will be studying the foreign literature, others will be studying survey readings in other subject areas, and still others may be pursuing other subject matter courses (biology, history, etc.) in the foreign language.

Do the Longer Sequences of Study in Foreign Language Create Articulation Problems?

Every subject area which extends through several schools experiences articulation problems. Some school systems have found that they can eliminate some of the "shock" of the change from elementary to junior high school or junior high school to senior high school by rotating teachers so that they have a better comprehension of what can be and is taught on each level of the program. The Lawrence Township schools in Indiana have found it helpful to provide lesson plans to the succeeding levels. The greatest hurdle in eliminating articulation problems in any school system is the establishment of a good and a continually operative communications system.

The Indiana State Advisory Committee for Foreign Languages, the Department of Public Instruction, and the Indiana Language Program have done some work in the area of articulation. The following material is quoted from a publication of the Indiana Language Program, **Blueprint for Greater Foreign Language Teaching Articulation,** a report on the Indiana College-High School Foreign Language Teacher Regional Conferences by Lester W. McKim, who was at that time an Associate Director of the ILP.*

* **Blueprint for Greater Foreign Language Teaching Articulation,** A Report on Indiana College-High School Foreign Language Teacher Regional Conferences, Lester W. McKim, Associate Director of the Indiana Language Program, published by the Indiana Language Program in May, 1965. This publication is available from the Indiana Language Program, 101 Lindley Hall, Indiana University, Bloomington, Indiana 47401.

In the spring of 1964, the State Advisory Committee on Foreign Languages decided to organize a series of regional conferences for a discussion of ways to achieve greater articulation among the various levels of education involved in foreign language instruction. Pilot conferences were planned and held at Ball State University and LaPorte High School before the end of the school year. At the beginning of the 1964-65 school year, it was decided that ten regional conferences would be needed to make it possible for all foreign language teachers to participate without traveling excessive distances and to keep the number small enough to insure maximum participation by individuals. "Articulation conferences" were planned for the eight regions not included in the spring meetings. Seven were held, and one was canceled.

A total of more than 700 Indiana foreign language teachers, representing all levels of foreign language instruction, participated in the first nine regional conferences. Eighteen formal presentations were made by fifteen different speakers. Among the speakers were language supervisors, public school administrators, college and university foreign language teachers, and university foreign language department chairmen. Three speeches were delivered by language authorities, from outside Indiana. In addition to the formal presentations, approximately 65 foreign language students and teachers from Indiana high schools, colleges, and universities participated as panel members or language group discussion leaders.

A secondary objective of the articulation conferences was the development of regional leadership to insure a continuation of conferences according to the needs of each particular region. Although the conferences were sponsored by the Indiana Language Program and the State Department of Public Instruction, local foreign language teachers did much of the actual planning.

On February 13, 1965, this objective was realized in one region. With minor financial support from the Indiana Language Program, foreign language teachers in the northwestern region held a meeting at Valparaiso University for a discussion of objectives and methodology. A third conference is tentatively planned for that region with testing procedures to serve as the theme.

At the spring meeting of the State Advisory Committee, the regional conference program was endorsed and a partial schedule was established for the 1965-66 school year. Teachers will receive advance notice of the date and program for their region.*

This work paper is an attempt to make available to all foreign language teachers in Indiana some of the major points presented by the speakers and participants at the various regional conferences. It is hoped that it may serve as a basis of common knowledge upon which positive steps can be taken toward the development of greater articulation.

* The Regional Conferences and the procedures for teacher notification still continue in Indiana.

Summary of Recommendations

1. As a prerequisite to the development of well-articulated long-sequence foreign language programs, a concerted effort is needed to determine the linguistic achievements that can be expected of students at the end of each level of instruction. This is a problem of national scope and probably should be approached at that level.
2. State-level leadership organizations should continue to improve all lines of communication among foreign language teachers and between FL teachers and other people indirectly concerned with language learning.
3. Strong foreign language teachers with the time and willingness to do some extra work should be involved in committee efforts to search for solutions to some of the common problems.
4. Indiana colleges and universities should arrive at a consistent and fairly standard policy concerning foreign language entrance and graduation requirements—perhaps setting a minimum beyond which individual institutions would retain the option to go.
5. Standardized procedures should be implemented for placing high school-trained foreign language students in college level classes, including a common policy related to the awarding of credits for advanced placement. A consistent testing procedure is urged.
6. Colleges should offer transition courses for incoming high school students who have completed several years of foreign language training.
7. High school and college teachers should cooperate in strengthening teacher preparation programs.

With the developments in modular scheduling, nongraded programs, and the like in the secondary schools at present, we may soon be reaching the goal the idealists in education have long desired: the placement of students in courses according to their level of achievement with no reference to the amount of time spent in study.

What Kinds of Supervision and Evaluation of Foreign Language Programs Can Be Provided?

School administrators who wish to evaluate their foreign language programs and secure help in program development can call upon the School Coordinator for Foreign Languages at Indiana University, the foreign language education specialists at any of the colleges and universities of the state, or the State Supervisor of Foreign Languages in the Department of Public Instruction. Consultant help (not evaluation in the strictest sense) is also available through the Indiana Language Program.

School administrators wishing to evaluate their foreign language programs for themselves would do well to check the NASDTEC-MLA **Guidelines for Teacher Education Programs in Modern Foreign Languages*** as to what proficiencies foreign language teachers should have.

* See Appendix I.

In those schools in which department chairmen exist, the foreign language chairmen should be given released time in which to provide for in-service work, for language laboratory arrangements, and for class visitations. Teachers should be encouraged to formulate ultimate and immediate objectives for the foreign language programs offered in the school system, and provision should be made to revamp (or at least consider revamping) these objectives at three-year intervals. Syllabi should be set up which establish the minimum core of

material a teacher *must* teach at each level and these syllabi, too, should be reviewed and updated at three-year intervals. Teachers should be encouraged and even required to accept student teachers; this experience provides for a kind of self-evaluation and reappraisal of teaching procedures.

Often supervisory needs can be met if administrative officers will merely take it upon themselves to visit the classrooms on occasion (once or twice a year) and to chat with the teachers during their planning periods.

What Assistance Is Available to School Foreign Language Programs?

A good deal of financial assistance is available to school foreign language programs through the various national education acts. Examination of the provisions of these acts will show that some funds are available on a matching basis for the purchase of specified types of materials and machines. Matching funds are available for the installation of language laboratories.

Program assistance of an advisory nature is available from the School Coordinator of Foreign Languages at Indiana University, from the State Supervisor of Foreign Languages at the Department of Public Instruction, and from the consultants with the Indiana Language Program.

What Impact Will Programmed Instruction, Multi-Media Approaches, Modular Scheduling, and Such Curricular Innovations and Organizations Have on Foreign Language Education?

Foreign language teachers are well aware of the need for the kinds of textual programs that will provide them with multi-media capabilities. The first movements have been made toward this type of teaching with the use of the language laboratory and tapes and records as part of the regular teaching procedure. Recently, there has been increased emphasis on the use of visual aids—transparencies, charts, filmstrips, and flashcards, for example—as stimuli to language drills. Several publishers are developing multi-media materials and programs for teaching foreign languages, and the foreign language fraternity has been eager to see their efforts.

The developments in the area of modular and flexible scheduling will make it possible for foreign language teachers to provide a distinctly more individualized type of foreign language instruction. Foresighted teachers, especially those people already working in long-sequence programs, have long awaited the kinds of help that will make possible the maximum development of individual student capacities. These new schedule organizations will compel teachers to make some decisions as to the most effective uses of the language laboratory and its potential in the areas of independent study and individual or programmed instruction. Foreign language teachers are looking ahead to the new schedule organizations and are already beginning discussions of the types of teaching decisions which will have to be made, asking themselves:

1. what kinds of foreign language activities are best conducted in large groups;
2. what kinds of foreign language activities are best conducted in small groups or "display" sessions;
3. what kinds of foreign language activities can best be learned by the individual alone with a minimum of supervision or teacher help; and
4. what kinds of foreign language learnings would best be presented by a kind of mini-programming in the language laboratory?

Foreign Language in Indiana

The foreign language climate in Indiana is both typical of the national picture as mirrored in the reports of the Modern Language Association and atypical in view of some of the features of Indiana foreign language education which do not exist in other states. The evolution of such programs as the Indiana Language Program and the Honors Program for High School Students in Foreign Languages occurred in a climate in which foreign language educators on all levels, the lay community, and school officers were ready and able to work together to promote and to bring about the improvement of foreign language education. The Indiana Language Program and the Honors Program are not the end products of a developmental program; they are rather stages in an ongoing process.

What Is the Honors Program in Foreign Languages for High School Students?

The Honors Program in Foreign Languages for High School Students conducts intensive language-learning sessions abroad in French, German, and Spanish for selected advanced students from cooperating Indiana high schools. In each foreign country, daily concentrated instruction and drill in the foreign language is integrated into a carefully arranged personal experience within the culture. Those students selected must be of junior class standing and in at least their third year of study of their foreign language at the time of application, or, in the case of unusually mature students, of sophomore class standing and in *at least* their third year of study, having completed "first year" high school work (one full level) by the end of the eighth grade.

Practical fluency in the foreign language by each student is the primary working goal; all other purposes often associated with programs abroad are secondary. Most students who have participated have greatly increased their ability to speak the foreign language with good pronunciation and intonation, without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express their thoughts. A few have acquired near-native skills.

In achieving these results in sixty days abroad, the Program and its students are only capitalizing on the more fundamental investment of funds, time, and effort which these students and their schools have previously made at home. Three years of effective foreign language teaching and learning in Indiana have been bringing all students closer to personal command of the spoken language than they or their schools may have realized. One of the Program's purposes is to demonstrate this fact to high school faculty and students so that they will make the extra effort necessary to reach comparable goals at home. Indeed, experience to date is showing that these goals are beginning to be reached. Where teachers have carefully organized Honors Program student alumni participation in the classroom, deliberately using them for teaching purposes, fourth-year students who did not go abroad often became very nearly as fluent before they graduated as the Honors Program alumni. Other aspects of this effort, such as longer teaching sequences, extra hours in the language laboratory, and emphasis upon the spoken language as a teaching and learning goal, are now being worked out by participating schools.

The Program works with secondary schools in Indiana that are already making these extra efforts and intend to make use of the Honors Program to help them succeed. Such a school must be offering at least three years of continuous instruction in French, German, or Spanish, with at least the fourth year of instruction to be offered independently of third-year work in the school year following participation in the Program.

It is also important that participating schools provide returning Honor students with special teaching and learning opportunities designed to sustain and advance the speaking and listening skills they will have acquired during the summer abroad.

The Participating Student and His Purpose

The Program is especially designed for the student of junior class standing who is now in at least his third year of study of a modern foreign language, or of sophomore class standing and at least at the same level of study. The student is expected to continue his foreign language in his home high school following participation in the Program. The Program looks for the student who is eager to become proficient in the use of his language as it is spoken, and who knows he must work hard to reach this goal at home or abroad. To this student is offered the chance to compete for a place in a program designed specifically to bring him to this goal, at a price he can afford. About ninety such students—up to thirty in each language—can be selected each year.

The Study Sessions Abroad

In the French, German, and Mexican towns, the summer classes continue for approximately eight weeks. Twenty-five to thirty hours of class instruction in the language are given each week under the direction of an American high

school teacher assisted by native instructors. A program of lectures and cultural events rounds out the instruction. Senior American and native personnel direct and supervise the activities in all three countries. Each Honors student lives with a native family. No English is spoken with anyone at any time. Travel in the foreign country is limited to a few short field trips related to the learning situation.

Financial Assistance

Until the summer of 1965 the Honors Program was supported by the Carnegie Corporation of New York. The Columbus School Foundation of Columbus, Indiana, and local donors in various other towns in the state also helped to provide funds for individual grants-in-aid. To obtain these supplementary funds the Program has now turned to other school communities, service clubs, and businesses and industries having international interests. The Indianapolis Foundation and Mead Johnson Foundation, Inc., of Evansville are among the generous contributors who have made it possible for students from their cities to participate. The availability of local funds, however, in no way implies selection of any student or students from that school, and thus does not affect the policy of selecting on academic and personal merit. Under the present plan, schools will be advised, as soon as final selections have been made, as to the amount needed to support their own students. The community is then asked to forward to the I.U. Foundation the necessary grants-in-aid funds. This should be done as soon as possible, certainly by January of the following year.

In addition to their speaking skills, Honors students have acquired a profound respect for foreign culture and an infectious enthusiasm for language learning. They report that to live and speak fully within the foreign language is one of the summer's most rewarding accomplishments. It can be expected that from among the alumni of this Program, a new breed of teachers of languages and literatures (and related fields), foreign service personnel, and others will develop who can represent well the best traditions of the United States in its business, professional, and social relationships with the rest of the world.

Additional information can be obtained by writing to the Director, Honors Program in Foreign Languages for High School Students, 101 Lindley Hall, Indiana University, Bloomington, Indiana 47401.

What Is the Indiana Language Program?

The Indiana Language Program, a state-wide program based at Indiana University and supported by Ford Foundation funds, began its activities in 1962. The Program's purpose is to encourage and strengthen the study of foreign languages in Indiana; it serves both as a catalyst and as a guide in efforts to strengthen foreign language education.

Indiana University had already given clear recognition of its direct responsibility to the schools of the state, before the Indiana Language Program came to Indiana University, by appointing a group of special subject-area coordinators to full-time work with the high schools throughout the state. The University atmosphere made it easier for the cooperation so necessary in a state-wide program, such as that of the Indiana Language Program, which works not only with the School Coordinator for Foreign Languages, but also with the State Department of Public Instruction, the State Supervisor of Foreign Languages, and other state agencies.

Some of the projects which the Indiana Language Program has originated or supported are:

1. intensive institutes for high school foreign language teachers;
2. Cuban Refugee Training Project;
3. scholarship incentive program for young people working toward careers in foreign languages (including Arabic, Chinese, Japanese, Hebrew, and Korean).

4. a program making it possible for Indiana foreign language teachers to study abroad;
5. in-service training conferences and workshops;
6. two seminars for college teachers of foreign languages;
7. development of research projects in language instruction and in basic language research;
8. special institutes or conferences for supervising teachers, methods teachers, and foreign language department chairmen;
9. preparation of publications for guidance, curriculum, and language personnel;
10. a special institute for college undergraduates from Indiana colleges who plan to become foreign language teachers;
11. a summer language camp; and
12. ten Regional High School-College Foreign Language Conferences in the state.

It is the hope of the Indiana Language Program that many of these projects will become self-supporting, so that when the Indiana Language Program grant expires in 1970 much of the work begun will be continued.

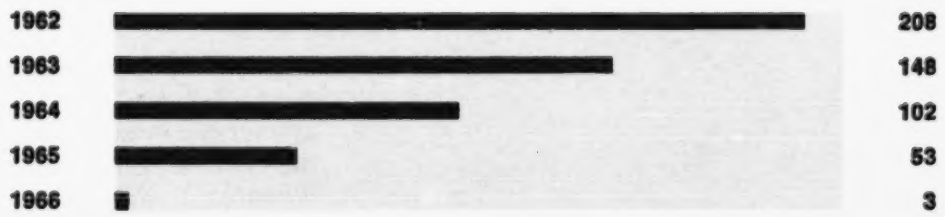
What Is the Indiana Foreign Language Situation?

In the overall view, a noticeable increase is shown in the percentage of the total high school population studying a foreign language. In 1966, 29.6% of the total high school (9-12) enrollment were taking a foreign language; 22.4% were taking a modern foreign language. This represents a considerable increase and gain on the total high school population since 1959, when only 17.6% of the total population in high school were taking a foreign language.

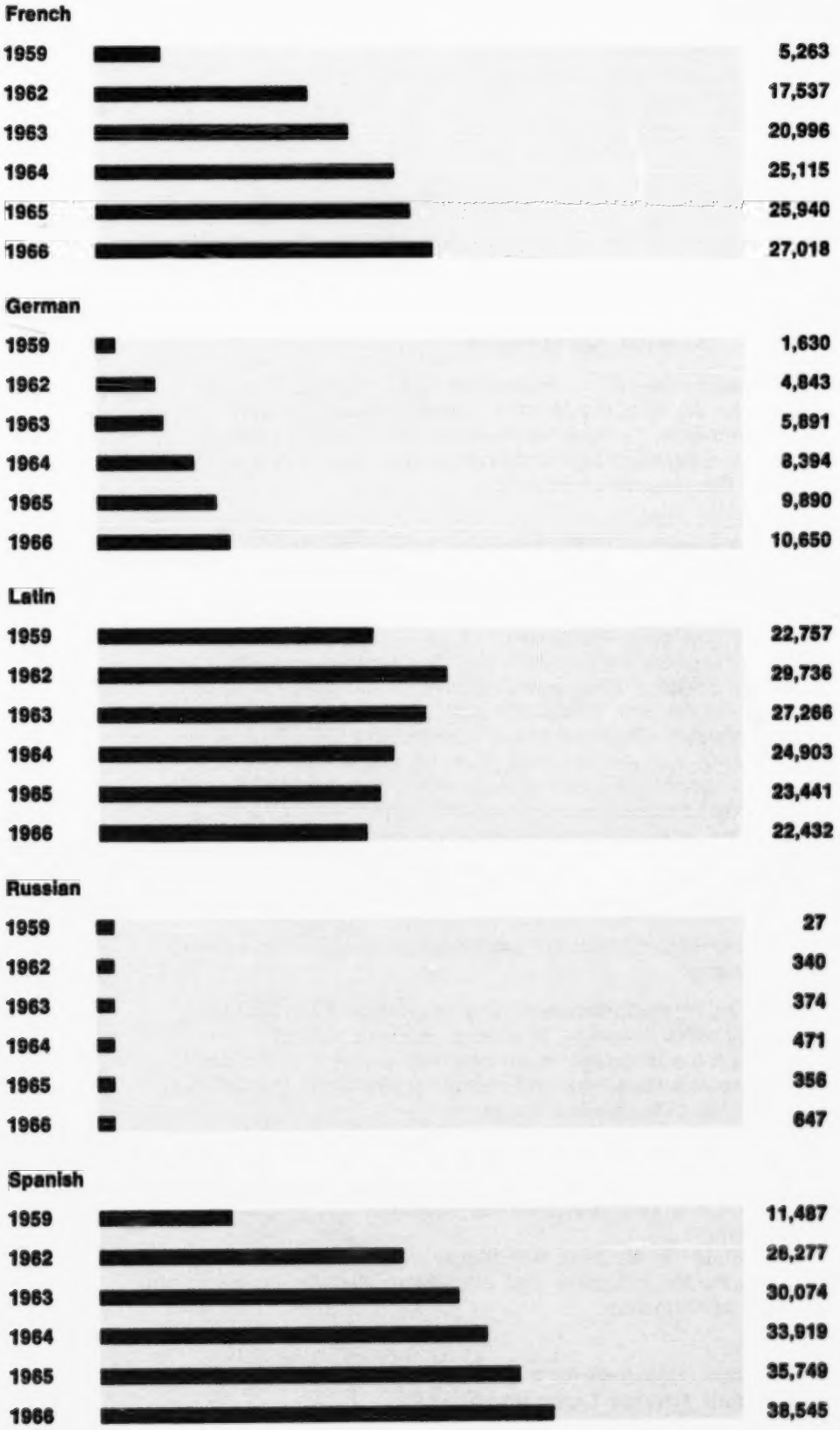
It is also interesting to note that the total high school foreign language enrollment has jumped from 78,743 in 1962 to 99,288 in 1966. In addition, statistics show a considerable increase in the number of students who are enrolled in foreign language classes at the third, fourth, and advanced levels. Thus, in 1961, 626 students were enrolled in the third year of French, while in 1966, there were 2,532. Comparable figures for German were 233 to 1,026; Latin, 640 to 1,174; Russian, 0 to 61; Spanish, 669 to 2,576. Unfortunately, a closer look at some of these figures also indicates a disappointing attrition rate at some levels. It is hoped that during the next few years the Indiana Language Program will be able to determine what causes some of this attrition and to suggest remedies for it.

Public High Schools (9-12) Not Teaching A Foreign Language

Public High Schools (9-12) Not Teaching A Modern Foreign Language



Secondary School (7-12) Foreign Language Enrollment



Appendix I

Guidelines for Teacher Education Programs in Modern Foreign Languages*

Recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York

A. The Preparation of the American School Teacher

The preparation of a teacher in this country usually consists of: *general education,* courses and experiences which help him become a well-educated person; *academic specialization,* courses and experiences which help him become proficient in an area of concentration; and *professional education,* courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with *academic specialization* and *professional education.* It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

B. The Modern Foreign Language Teacher in American Schools

The teacher of a modern foreign language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).
2. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.
3. Present the foreign literature in such a way as to bring the students to understand it and to appreciate its values.
4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.
5. Correlate his teaching with that in other areas.
6. Evaluate the progress and diagnose the deficiencies of student performance.

C. Minimal Objectives for a Teacher Education Program in Modern Foreign Languages†

The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.
2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.
3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.
4. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom and syntax.
5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.
6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. Firsthand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.
7. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

D. Features of a Teacher Education Program in Modern Foreign Languages

An institution that seeks approval of its modern foreign language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competences named above. It is characterized by the features listed below.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

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* Reprinted from **PMLA,** LXXXI, ii (May 1966), pp. A-2 and A-3.

† Based on the "Good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages," **The Bulletin of The National Association of Secondary School Principals,** XXXIX (Nov. 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," **PMLA,** LXXVII (Sept. 1962, Part 2).

2. The institution evaluates the previous language experience of all applicants for admission to the institution as well as of that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.
3. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in section C above, the institution offers, or provides by special arrangement, instruction in:
   a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.
   b. The major works of the literature. This instruction is largely or entirely in the foreign language.
   c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history, and contemporary civilization.
   d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.
   e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization, including the place of foreign languages in the curriculum.
   f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.
4. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.
5. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.
6. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least at the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.
7. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.
8. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.
9. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.
10. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

Appendix II

Advice to the Language Learner*

About 3500 languages are spoken in the world today, and more than 140 of them have over a million speakers each. Since the United States is involved in some way with almost every other country, members of your generation will need to learn all the major languages and even some of the minor ones. The trouble is that no one can predict today which of these many languages you will need to know ten or twenty years from now. Maybe some day you will have to learn a language that you have not even heard of yet. Your present foreign language course therefore serves a double purpose, teaching you the language you are now studying and also teaching you techniques of foreign language study so that you can apply them to later study of other languages.

Learning your own language

All over the world children learn to understand and speak their own language before they go to school. They acquire this wonderful skill by constant practice, by listening and talking all the time to themselves, to their family and friends. At first the child only repeats words and phrases that he has heard and learned. But, he finds that he has to put new sentences together to get what he wants. He tries the new sentences out on people. They accept some of his sentences but reject others because they are funny or because they don't make sense. The child keeps on trying until he works out a system for producing acceptable, understandable sentences. He assembles in his mind a simple model of the language, his own grammar of his language.

Languages are different

The new language you are learning will be easier if you do not expect it to behave like English. It will have different sounds, and its words will have different kinds of meaning fitted together in un-English ways. Even though every living language has been learned by every child who speaks it, you will not find it child's play to learn this new language. Learning it will require a lot of hard work, but any intelligent student can accomplish it, especially with a good teacher and a good textbook.

Language and writing

In all languages writing has always followed speech, often by many thousands of years. Most of the languages of the world have not yet been put into written form by their speakers. Most writing systems are just ways of putting on paper what someone has said, either aloud or to himself. For example, all the written languages of Western Europe use the Roman alphabet, but each one uses these letters to represent its own sounds. When you study the written form of any of these languages you will have to learn to overcome the interference from English, which will tempt you to pronounce letters in another language as they are pronounced in English. They almost never are.

Learning a foreign language

Learning a foreign language is not something that you just think and talk about, like rules and theories. It is something that you *do*, a physical *activity*, a little like learning to play the piano or the violin, except that it is easier. Learning any skill requires a great deal of practice. And since using a language means using sounds, you must do much of your practicing aloud. Learning a language means learning a whole new pattern of habits. You must work hard to prevent your English habits from getting in your way. Many of your English language habits will be bad habits for your new language.

There are three techniques in language learning: imitation, analogy, and analysis. You must use them all.

Learning by imitation

In learning a language you must practice imitating a model who is speaking at normal speed. You need also to hear a variety of voices, on records and tapes. Watch your teacher carefully, listen carefully to your teacher and the other models, and practice imitating them aloud. Concentrate first on the spoken form of sentences and conversations, not on the written forms that you will find printed in your book. Repeat what you hear as closely as you can, so that your pronunciation will improve with practice. Listen to the pitch levels of each phrase. Don't learn words singly but learn phrases.

Learning by analogy

A significant moment in a child's learning his own language is the first time he says something like "Mary goed home." This mistake is a creative mistake, for it shows that the child is beginning to understand how language works. By thinking of "sew, sewed" or "show, showed," which he learned through imitation, he has created by analogy a new pair, "go, goed," that he had probably never heard, and in so doing he has shown that he can learn by analogy, even though this attempt is not a complete success. Until you can make and understand new utterances, building upon patterns learned earlier by imitation, your knowledge of the language is even more limited than the child's when he says: "Mary goed home." Learning how to create by analogy is the purpose of pattern drills and other exercises. Each of these drills begins with a model phrase and asks you to pro-

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* This statement grew out of a conference on the application of linguistics to language learning held at the offices of the Modern Language Association in 1964. It was printed in tentative form in the 1965 Directory issue of **PMLA.** It was then revised in the light of comments from many teachers and linguists.—Donald D. Walsh

duce new phrases by analogy from the model. A child has to grope his way toward language control through many trial-and-error analogies, but a student using a good textbook will have step-by-step practice arranged to keep his errors to a minimum.

Learning by analysis

Young children learn sounds more accurately and with more enthusiasm than their elders. As you grow older you begin to lose this capacity for easy imitation. But to make up for this loss, you have the advantage of being able to reason: you can analyze language. You can see how your new language is put together, how it works, how it differs from English. Information of this sort, given in grammatical explanations or rules, can help you to learn the language faster. But language analysis (learning *about* the language) is not the same as learning to *use* the language. Explanations are only an aid to learning; they are not the language itself, just as knowing the rules of the road does not make you automatically a good driver. That takes practice.

The need for practice

Unless you are learning your new language in a country where everyone speaks it, you can not hope to get as many opportunities to practice speaking it as you got when you were learning English. So you will learn more rapidly if you make your opportunities for practice intensive and enthusiastic. You will find many conversations and drills in your textbook. Practice them as intensely as you can, in class and out. Whenever someone else is reciting, practice silently right along with him. When you do your homework, practice out loud. Practice with tapes and records. Repeat after them, and speak up just as if you were talking all the way across a big room. And practice your newly learned phrases on your fellow students.

Memorizing

You will have to learn a great many patterns and phrases as you study a language. Don't be afraid of stretching your memory. The more you use it the better it gets. You can involve almost all your senses as you learn a language, by using your ears, mouth, eyes, fingers. Use your imagination. Pretend that you are an actor whose lines you are learning. Break up your memorizing sessions into several intense, short periods (15-20 minutes) instead of a single long stretch of time. Be sure to practice out loud when you memorize. And of course make sure that you know the meaning of each phrase that you learn, so that you can combine and vary phrases to express what you want to say.

Reading and writing

You can learn the difficult skills of reading and writing more easily if you have first learned to *speak* the language. You must practice speaking it right from the start and continue to practice speaking throughout all your study of the language. Even if you are not interested in the spoken language, you can not learn to read it without using *some* kind of pronunciation, even if it is only a silent one that you invent. So it makes sense to learn the normal pronunciation. Reading foreign articles and books for information and enjoyment is one of the principal reasons for studying a foreign language; your enjoyment will increase if you know what the language sounds like to the writers and readers of its literature.

Writing systems

Writing systems are incomplete because they seldom indicate rhythm, pitch, or stress. They often seem senseless—even in English—because there may be no apparent reason why any letter or combination of letters represents a sound. Consider, for example, the various spellings of a single English sound: s*ee*, k*ey*, sh*e*, rec*ei*ve, bel*ie*ve, t*ea*, or the various sounds represented by the letters *ea* in m*ea*t, cr*ea*te, gr*ea*t, h*ea*rt, S*ea*ttle. Speech and writing, though related, are different systems. Speech came first in the development of language, comes first for every native learner, and it should come first for you, too.

How to read in a foreign language

At first, you should read only what you have practiced saying, and you should read it aloud. When you begin to read silently and you come to words and phrases that are new to you, use the following techniques:

1. Read the passage through for general sense first, without stopping to puzzle over unfamiliar words or constructions. Then go back for a second, more careful reading. When you come to an unknown word, read on at least to the next punctuation mark before you look it up. Try to get the meaning from the sentence without having to look for it in the vocabulary.
2. When you decide that you must look up a word:
   a. underline the word with your pencil
   b. take a good look at the phrase that contains it, and pronounce the phrase aloud
   c. repeat the phrase over and over, aloud if possible, concentrating all your attention on its sound and spelling while you are looking for the keyword in the vocabulary
   d. when you find it put a dot before the word in its column
   e. turn back to your page, find the last underlined word, and go on reading.

Never write the English translation on the page. Doing so puts the emphasis on the English equivalent and not on the foreign word which is the word that you must learn. When you finish your assignment, reread it and see how many of the phrases containing underlined words you still understand. Look up the

words you have not yet learned and put another dot in front of them in the vocabulary. Look through the vocabulary once a week and make a special effort to learn the words with several dots. These are your "hard" words. Learn them now or you will be spending hours looking them up month after month, year after year. And go back over your reading material to check your understanding of the sentences that have underlined words or phrases.

Prepare for the future

We said earlier that you have no sure way of knowing now which foreign languages will eventually be of most value to you. But if you learn one foreign language well in school, the skills that you acquire will be helpful in learning your next foreign language, whenever and wherever you learn it. You may then have to work with inadequate materials or with no materials at all and with a model who has had little or no training as a teacher. But if, in learning your first foreign language, you have also learned how to study languages in general, you will be able to apply this skill to the study of any other language at any time or place.

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